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ABSTRACT

This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, is intended to introduce students to a systematic method of researching occupations. Each unit will probably require more than a single period of instruction. Instructor materials include performance objectives (unit and specific objectives), suggested activities for teacher and students, supplemental activities, a list of instructional materials included in the unit and additional references, information topic sheets, a key to the unit review, and transparency masters. Contents of the package of student materials are unit objectives, information topic sheets (one sheet for each topic covered in the unit), assignment sheets for each information topic, and a unit review. This unit provides material on three information topics: how to find out about occupations, kinds of information one should look for, and occupational clusters. (YLB)

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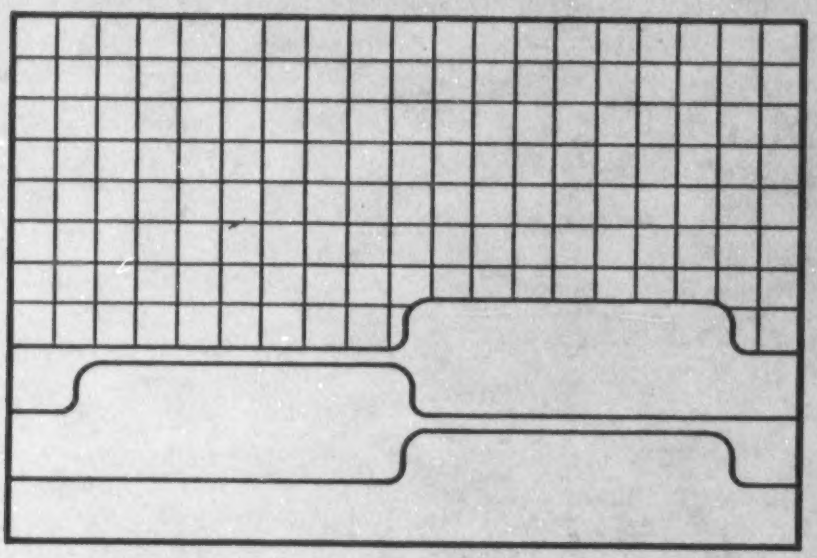
ED234244

Cooperative Occupational Education

Instructor Material

and Student Material

Unit 5
Learning About Occupations



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CE037020

INSTRUCTOR

COURSE TITLE - COOPERATIVE OCCUPATIONAL EDUCATION

SECTION B - DEVELOPING GOALS FOR WORK

UNIT 5 - **LEARNING ABOUT OCCUPATIONS**

UNIT OBJECTIVES

This unit is designed to introduce students to a systematic method of researching occupations. Emphasis is on how to locate information, what information to look for and how information is made easier to locate by occupational clustering.

SPECIFIC OBJECTIVES

1. Identify three methods of acquiring occupational information.
2. Recognize nine things you should learn about an occupation.
3. Define occupational cluster.
4. Give two examples of careers that would be found in each of the 15 DOE occupational clusters.

LEARNING ABOUT OCCUPATIONS

UNIT 5

SUGGESTED ACTIVITIES

I. Instructor

A. Prepare transparencies (TM 5-1, TM 5-2, TM 5-3).

B. Discuss objectives.

C. Discuss Information Topics (IT 5-1, IT 5-2, IT 5-3).

D. Review Assignment Sheets (AS 5-1, AS 5-2, AS 5-3).

E. Administer and evaluate unit review.

F. Optional activities

1. Introduce the system of classification used in the Dictionary of Occupational Titles.

2. Arrange visit to, or invite a representative from, the local Missouri Job Service Office to discuss the D.O.T. classification system and how the Job Service uses it.

3. If a Career Center is available, arrange for a class visit.

4. Contact local companies and request career information on occupations in those companies.

5. Students could write to large companies, unions and professional associations to request career information.

II. Student

A. Read and discuss unit objectives.

B. Read and discuss Information Topics.

C. Complete Assignment Sheets.

D. Review and discuss Assignment Sheets.

E. Complete unit review.

INSTRUCTIONAL MATERIALS

I. Included in this unit

A. Objective Sheet

B. Information Topic Sheets

1. IT 5-1: What You Should Know About: How to Find Out About Occupations

2. IT 5-2: What You Should Know About: Kinds of Information You Should Look For

3. IT 5-3: What You Should Know About: Occupational Clusters

C. Transparency Masters

1. TM 5-1: Finding Out About Occupations

2. TM 5-2: Information to Look For

3. TM 5-3: Occupational Clusters

D. Unit review and key

II. References

A. Baer, M. F. Occupational Information: The Dynamics of Its Nature and Use. Chicago: Science Research Associates, Inc., 1974.

B. Baker, N. A. Jr. An Analysis of Fifteen Occupational Clusters identified by the U.S. Office of Education. Sherman/Dension, TX: Grayson County College, 1972.

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E. Frederickson, R. H. Career Information. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982.

F. Glerum, R. Z. and D. J. Blake. The Vocational Decision Workbook. Cranston, RI. The Carroll Press, 1977.

G. Hopke, W. E. The Encyclopedia of Careers and Vocational Guidance, Volumes I and II. Chicago: J. G. Ferguson Publishing Co., 1967.

H. Dictionary of Occupational Titles. 4th ed. U.S. Department of Labor, 1977; 4th ed. Supplement, 1982.

I. Occupational Outlook Handbook. Washington, DC: U.S. Government Printing Office, 1978.

J. U.S. Department of Commerce, Bureau of the Census. 1970 Census of Population: Classified Index of Industries and Occupations. Washington, DC: U.S. Department of Commerce.

K. Weisler, N. W. Reality and Career Planning. Reading, MA: Addison-Wesley Publishing Co., 1977.

L. Woodin, R. J. Succeeding On Your First Job: Choosing Your Work. Columbus, OH: Ohio State University, 1977.

M. Manpower. Washington, DC: U.S. Department of Labor, Manpower Administration, U.S. Government Printing Office.

N. Occupational Guide Indexes. Sacramento, CA: Department of Human Resources Development. (free briefs)

O. Finding and Getting a Job. Chicago: Society for Visual Education, Inc., 1974. (filmstrip)

LEARNING ABOUT OCCUPATIONS

UNIT 5

I. How to Find Out About Occupations (IT 5-1) (AS 5-1) (TM 5-1) (TM 5-2)

A. Career information is most plentiful in printed form. It is available from:

1. Libraries - school and public
2. Business and industry
3. Public service organizations
4. Social service agencies
5. Counseling and/or career centers
6. Governmental agencies
7. Professional organizations
8. Unions

B. Movies and film strips are available from the same sources.

C. Visits with individuals successful in their occupational field are a valuable source of career information.

D. Word experience, either paid or volunteer, can provide useful career information.

E. All sources should be researched for information that will assist students in making realistic career choices.

II. The Kinds of Information You Should Look For (IT 5-2) (AS 5-2)

A. When researching an occupation, the following information will help students make realistic career choices.

1. Typical duties and responsibilities
2. Aptitudes and abilities needed
3. Education and training required
4. Relationship of work with

a. Data

b. People

c. Things

5. Work environment

6. Salaries and fringe benefits

7. Personality traits that are advantageous

8. Opportunities

9. Future outlook in that occupation

III. Career Clusters (IT 5-3, TM 5-3, AS 5-3)

A. The cluster system of classifying occupations allows students to see the interrelationship among various occcupations.

B. This method is helpful in identifying the common knowledge required for each occupation in a cluster and the cooperation necessary among members of the occupations in each cluster.

C. A number of systems have been developed to classify related occupations into groups.

1. Department of Education Classification System (DOE)

a. Composed of 15 clusters of related occupations

b. Encourages students to think of the career ladder, or vertical, concept within a chosen occupational field.

c. There is a degree of overlap of occupations among clusters.

d. The fifteen clusters are further subdivided into more specific occupational areas.

e. The DOE Classification System is as follows:

Agri-Business and Natural Resources
Support and regulations
Research
Forestry
Land and water management
Fisheries and wildlife
Mining and quarrying
Petroleum and related products
Productive agriculture
Processing and marketing services

Business and Office

- Accounting
- Computer
- Secretarial science
- Management
- Personnel
- Finance, insurance, real estate
- Office (clerical)

Communications and Media

- Journalism
- Motion pictures
- Telephone and telegraph
- Recording industry
- Radio and television broadcasting
- Satellite and laser transmission

Construction

- Wood construction
- Metal construction
- Masonry construction
- Electrical construction
- Finishing
- Equipment operators
- Engineering and support occupations

Consumer and Homemaking Education

- Food specialists
- Housing and household equipment specialists
- Textiles and clothing specialists
- Family economics and home management
- Family relations and child development
- Extension services

Environment

- Pollution prevention and control
- Disease prevention
- Environment planning
- Resource control

Personal Services

- Domestic service
- Lodging and related service occupations
- Barbering, cosmetology and related services
- Drycleaning, laundry and apparel services
- Stewards, attendants, hosts and miscellaneous personal services
- Domestic animal care
- Food and beverage preparation and services

Fine Arts and Humanities

- Visual arts
- Occupations in writing
- The performing arts
- Architecture
- Religion and theology
- Language and linguistics
- History and museums

Health

- Mental health and mental health services
- Medical and biological science services
- Dentistry and dental science services
- General hospital and medical office related occupations
- Medical emergency services
- Administration of health services
- Personal and community health services
- Pharmaceutical science and services
- Professional medical supportive personnel
- Medical professions

Hospitality and Recreation

- Commercial and noncommercial travel bureaus
- Travel agencies
- Transportation
- Public, industrial, and private recreation (commercial and noncommercial)
- Recreation concerned with natural resources

Manufacturing

- Management
- Scientists
- Engineers
- Technicians
- Craftsmen
- Skilled workers
- Semi-skilled workers
- Unskilled laborers

Marine Science

- Research
- Chemical and mineral extraction
- Off-shore drilling
- Fishing
- Aquaculture
- Marine engineering and technology
- Surface and on-shore support

Marketing and Distribution

- Marketing management

Marketing research and analysis
Purchasing
Sales promotion and training
Selling
Physical distribution
Related business services

Public Services
Administration and regulatory services
Urban development
Education
Protective services
Postal services
Public health
Labor affairs
Public transportation
Social services, rehabilitation, correction
Parks and recreation

Transportation
Highway transport
Rail transport
Airborne transport
Pipeline transport
Water transport

D. Other occupational classifications systems have beeen developed

1. Dictionary of Occupational Titles

   a. This is a comprehensive and widely used system.

   b. It is published by the U.S. Department of Labor.

   c. It defines and classifies occupations using the trait-factor approach.

   d. A 9-digit code is used to classify occupations. The first 3 digits refer to a specific occupational group. The second three represent worker tasks in relation to data, people, and things. The last three digits give the alphabetical order of titles within the first 6-digit code group.

2. U.S. Employment Service Guide for Occupational Exploration

   a. A companion volume designed for use with the D.O.T.

3. Standard Industrial Classification System

    a. Clusters occupations into eleven major industrial divisions.

4. U.S. Census Occupational Classification system

    a. Classifies occupations into 11 major groups which are further divided into nearly 300 subgroups.

    b. Classification focuses on socio-economic characteristics of occupational clusters.

LEARNING ABOUT OCCUPATIONS

UNIT 5

KEY TO UNIT REVIEW

A. 3, 5, 6

B. 2, 3, 7, 8, 10, 11, 14, 15, 18

C. 3

D. Communications and Media - Announcer, Telephone operator

Health - Nurse's aide, Dental assistant

Agri-Business and Natural Resources - Miner, Game warden

Consumer and Homemaking - Insterior decorator, Dietitian

Manufacturing - machinist, welder

Personal services - Barber, chauffeur

Hospitality and Recreation - Travel agent, Bellhop

Transportation - Bus driver, Ship captain

Environmental Control - Air analyst, Conservationist

Fine Arts and Humanities - Actor, Writer

Construction - Carpenter, Surveyor

Marine Science - Oceanographer, Diver

Marketing and Distribution - Model, Sales clerk

Public Service - Teacher, Fire fighter

Business and Office - Accountant, Typist

Occupational Information That You Should Know

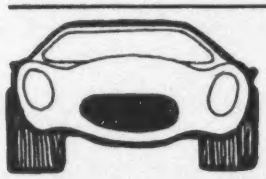
What about the job you are interested in?

- Opportunities in the Future
- Job Duties and Responsibilities
- Preparation for the Job
- Wages
- Possibilities for Advancement
- Location of work
- Personal Qualities Needed
- Qualifications
- Type of Involvement (Data, People, Things)

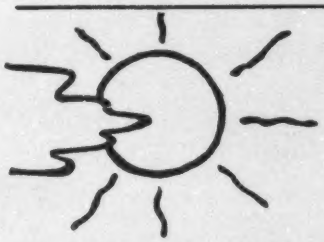
Clusters

- Kinds of Fruit Trees

- Kinds of Bears



- Kinds of Sports Cars



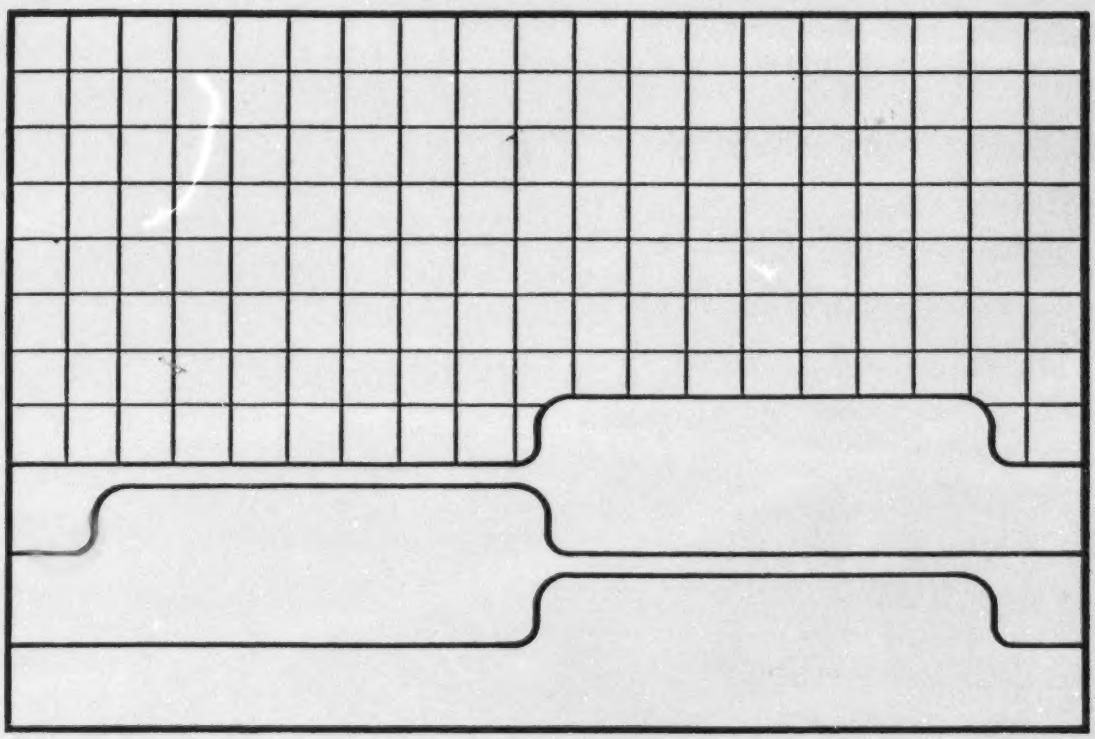
- Kinds of Outdoor Jobs

15 DOE Job Clusters

- Agri-Business and Natural Resources
  - •PRODUCTIVE AGRICULTURE
  - •FISHERIES AND WILDLIFE
- Business and Office
  - •COMPUTER
  - •PERSONNEL
- Communication and Media
  - •JOURNALISM
  - •TELEPHONE & TELEGRAPH
- Construction
  - •WOOD CONSTRUCTION
  - •EQUIPMENT OPERATORS
- Consumer and Homemaking Education
  - •FOOD SPECIALISTS
  - •TEXTILE AND CLOTHING SPECIALISTS
- Environmental Control
  - •POLLUTION PREVENTION AND CONTROL
  - •DISEASE PREVENTION
- Personal Services
  - •LODGING OCCUPATIONS
  - •FOOD AND BEVERAGE SERVICES
- Fine Arts and Humanities
  - •VISUAL ARTS
  - •HISTORY AND MUSEUMS
- Health
  - •MEDICAL PROFESSIONS
  - •ADMINISTRATION OF HEALTH SERVICES
- Hospitality & Recreation
  - •TRAVEL AGENCIES
  - •TRANSPORTATION
- Marine Science
  - •RESEARCH
  - •FISHING
- Manufacturing
  - •SKILLED WORKERS
  - •UNSKILLED WORKERS
- Public Services
  - •EDUCATION
  - •SOCIAL SERVICES
- Marketing & Distribution
  - •PURCHASING
  - •SELLING
- Transportation
  - •HIGHWAY TRANSPORT
  - •PIPELINE TRANSPORT

Cooperative Occupational Education
student material

Unit 5
Learning About Occupations



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Learning About Occupations

After completing this unit, you will be able to:

- List ways of getting information about occupations.
- Recognize nine things you should learn about an occupation.
- Define occupational cluster.
- Give two examples of careers that would be found in each of the 15 DOE occupational clusters.

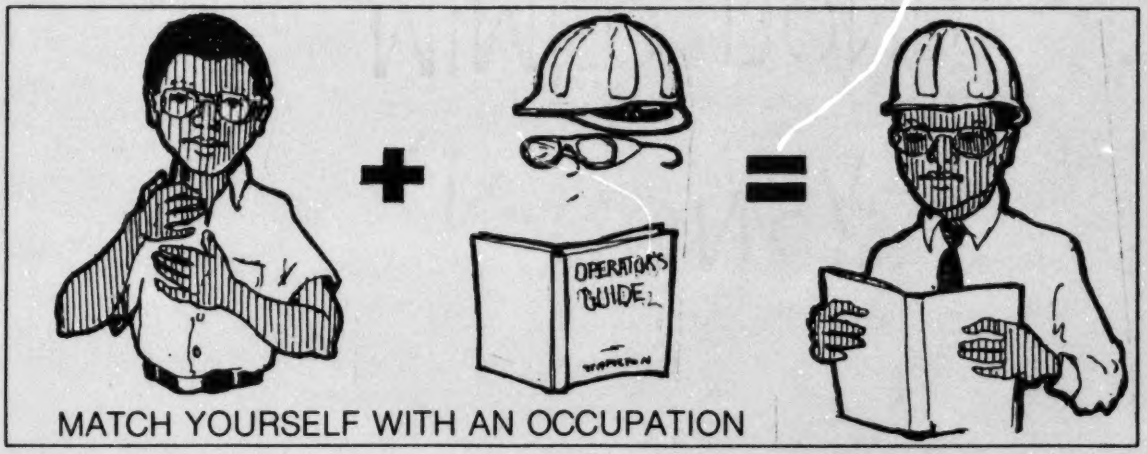
Introduction

How and why jobs are arranged in groups is explained in this unit. You will be introduced to groups or clusters occupations and will be able to use this information to learn about different occupations.

IT 5-1

What You Should Know About **Occupational Information**

The next step in setting career goals is to find out all you can about occupations. This unit will help you do that. The next unit will help you match yourself with occupations.



How do you find out about occupations?

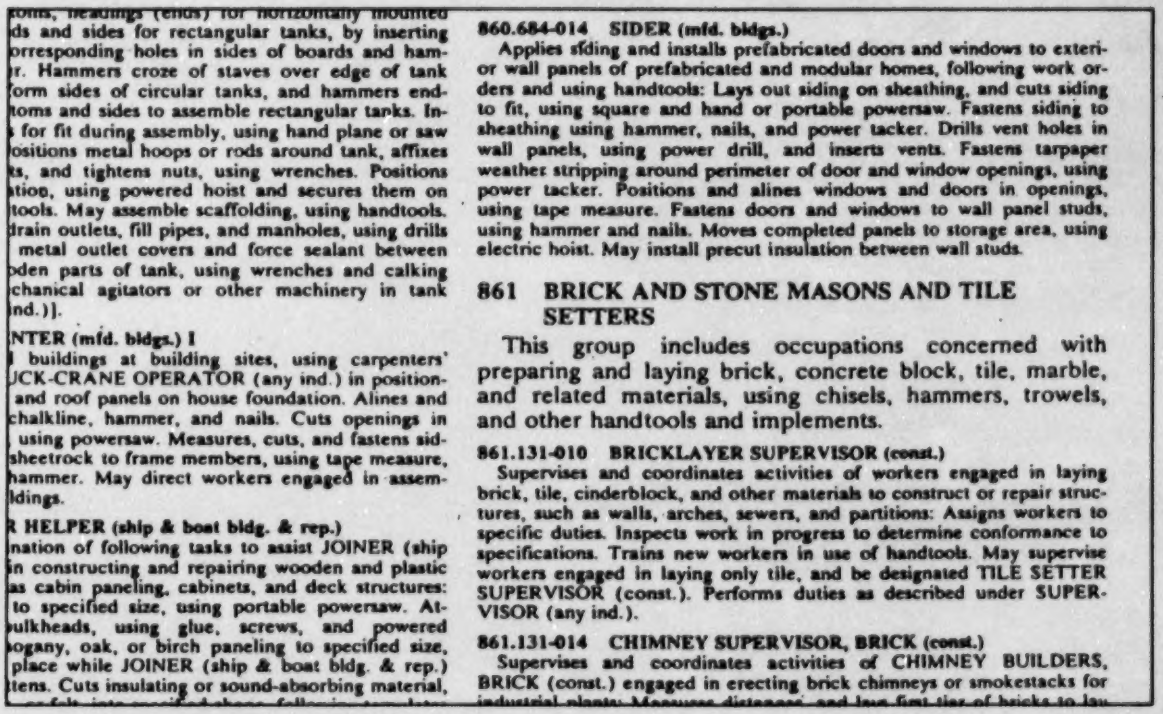
Read about them.
There is a lot of written material that you can use to find out about occupations. Check with your school counselor or librarian. Go to the career center if your school has one.

5-2

The Occupational Outlook Handbook is a good source of information. It has over 700 different occupations. Each job describes:

- Kind of work you would do
- Where the work is done
- Qualifications you need
- Advancement opportunities
- Earnings to expect
- Working conditions

Another good source of information about jobs is the Dictionary of Occupational Titles. This book gives information about 22,000 different occupations. Jobs which have similar characteristics are grouped together.



toms, headings (ends) for horizontally mounted
ds and sides for rectangular tanks, by inserting
orresponding holes in sides of boards and ham-
r. Hammers croze of staves over edge of tank
orm sides of circular tanks, and hammers end-
toms and sides to assemble rectangular tanks. In-
for fit during assembly, using hand plane or saw
ositions metal hoops or rods around tank, affixes
s, and tightens nuts, using wrenches. Positions
tion, using powered hoist and secures them on
tools. May assemble scaffolding, using handtools.
drain outlets, fill pipes, and manholes, using drills
metal outlet covers and force sealant between
oden parts of tank, using wrenches and calking
chanical agitators or other machinery in tank
ind.)].

NTER (mfd. bldgs.) I
buildings at building sites, using carpenters'
JCK-CRANE OPERATOR (any ind.) in position-
and roof panels on house foundation. Alines and
chalkline, hammer, and nails. Cuts openings in
using powersaw. Measures, cuts, and fastens sid-
sheetrock to frame members, using tape measure,
hammer. May direct workers engaged in assem-
ldings.

R HELPER (ship & boat bldg. & rep.)
nation of following tasks to assist JOINER (ship
in constructing and repairing wooden and plastic
as cabin paneling, cabinets, and deck structures:
to specified size, using portable powersaw. At-
ulkheads, using glue, screws, and powered
ogany, oak, or birch paneling to specified size,
place while JOINER (ship & boat bldg. & rep.)
tens. Cuts insulating or sound-absorbing material,

860.684-014 SIDER (mfd. bldgs.)
Applies siding and installs prefabricated doors and windows to exterior wall panels of prefabricated and modular homes, following work orders and using handtools: Lays out siding on sheathing, and cuts siding to fit, using square and hand or portable powersaw. Fastens siding to sheathing using hammer, nails, and power tacker. Drills vent holes in wall panels, using power drill, and inserts vents. Fastens tarpaper weather stripping around perimeter of door and window openings, using power tacker. Positions and alines windows and doors in openings, using tape measure. Fastens doors and windows to wall panel studs, using hammer and nails. Moves completed panels to storage area, using electric hoist. May install precut insulation between wall studs.

861 BRICK AND STONE MASONS AND TILE SETTERS

This group includes occupations concerned with preparing and laying brick, concrete block, tile, marble, and related materials, using chisels, hammers, trowels, and other handtools and implements.

861.131-010 BRICKLAYER SUPERVISOR (const.)
Supervises and coordinates activities of workers engaged in laying brick, tile, cinderblock, and other materials to construct or repair structures, such as walls, arches, sewers, and partitions: Assigns workers to specific duties. Inspects work in progress to determine conformance to specifications. Trains new workers in use of handtools. May supervise workers engaged in laying only tile, and be designated TILE SETTER SUPERVISOR (const.). Performs duties as described under SUPERVISOR (any ind.).

861.131-014 CHIMNEY SUPERVISOR, BRICK (const.)
Supervises and coordinates activities of CHIMNEY BUILDERS, BRICK (const.) engaged in erecting brick chimneys or smokestacks for

This is helpful because you can find occupations that are related to your interests.

Another way to find out about occupations is to talk with people who are successful in a career you are interested in.

You could ask them what they do, how they decided on their careers, what qualifications they had to have, their job duties, and opportunities available in that career.

You can also get valuable career information by actually working. You can get on-the-job experience.

If you do a good job of getting career information through reading and talking with people, you will find a number of careers you may be interested in.

What You Have Learned About **Occupational Information**

A. Complete the statement by putting the correct words or phrases under them.

READING ABOUT JOB	LIBRARIAN
WORKING AT A JOB	CAREER CENTER
COUNSELOR	TALKING TO WORKER

Three ways to find information about occupations...

_____

_____

_____

Where to go or whom to see at to get occupational information.

_____

_____

_____

B. Put an X by the statements which describe information found in the Occupational Outlook Handbook.

____ Kind of work you would do
____ Hours worked each day
____ Where the work is done
____ Qualifications you need
____ Advancement opportunities
____ Earnings to expect
____ Working conditions

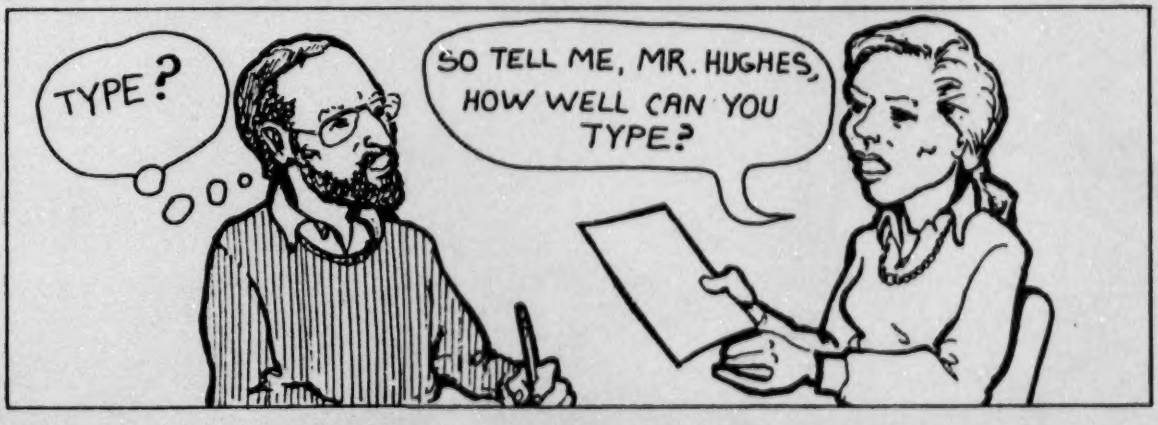
What You Should Know About
Kinds of Occupational Information

Now you know where and how to find information about occupations. There are certain kinds of occupational information you should concentrate on finding.

The kinds of occupational information to concentrate your research on are:

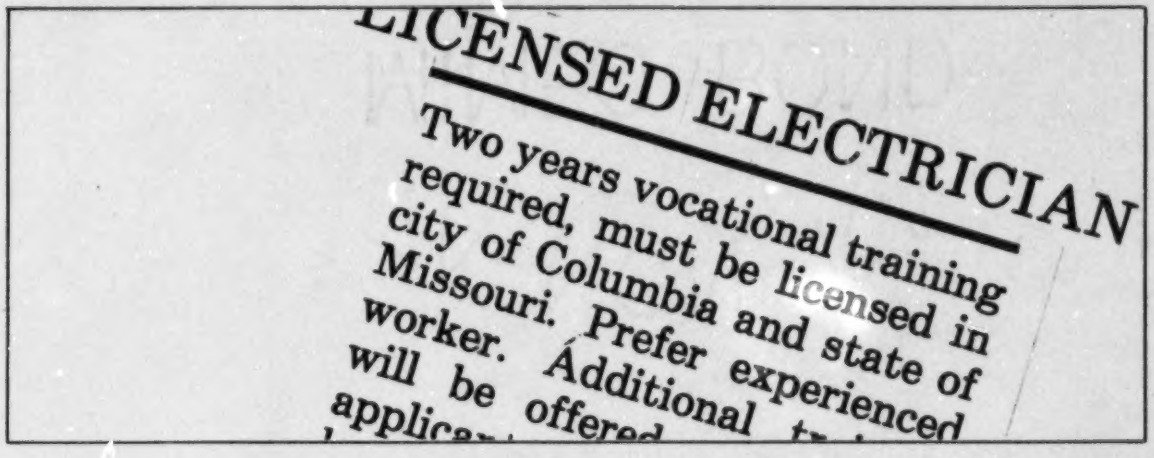
DUTIES AND RESPONSIBILITIES
What will you be required to do? What kinds of tasks make up the work you are interested in? Are there any tasks or responsibilties you would not like? What will be expected of you in an occupation?

QUALIFICATIONS FOR ENTRY
Does the occupation you are interested in require certain skills or aptitudes? Do you need any special physical or mental abilities?



5-6

SPECIAL PREPARATION
What education or training is needed for the occupation? Do you need a degree or training in a special area?


LICENSED ELECTRICIAN
Two years vocational training required, must be licensed in city of Columbia and state of Missouri. Prefer experienced worker. Additional
will be offered

WAGES
What are the beginning wages for workers? How much are workers making after 10, 15, or 20 years?

Will the wages allow you to live as you would like?

ADVANCEMENT
Does the occupation provide good opportunities for advancement? Are there any special requirements for advancement?

LOCATION
Where must you live to do the occupation? What kind of work environment would you be in?

PERSONALITY
Are certain personality traits required of people in this occupation? What traits are most important for success? Is your appearance important? What qualities do you need?

INFORMATION, PEOPLE, THINGS

Which is most important to the occupation you have selected? Will you be working primarily with people, things or information? How does this match with your preferences?

THE FUTURE

Will there be jobs available when you are ready to start work? Is there growing demand for workers in your area of interest?

What You Have Learned About
Kinds of Occupational Information

Find the following information about these occupations: baker and data entry operator.

Job Title: BAKER

1. Duties and responsibilities: _____
2. Qualifications needed: _____
3. Special preparation: _____
4. Wages: _____
5. Where jobs are located: _____
6. How the future looks: _____
7. Does work involve information, people, or things? _____
8. What jobs could you advance to? _____

Job Title: DATA ENTRY OPERATOR

1. Duties and responsibilities: _____
2. Qualifications needed: _____
3. Special preparation: _____
4. Wages: _____
5. Where jobs are located: _____
6. How the future looks: _____
7. Does work involve information, people, or things? _____
8. What jobs could you advance to? _____

What You Should Know About **Occupational Clusters**

With more than 20,000 different kinds of jobs, you may wonder how to begin looking for a job and a career.

To make it easier to research careers, the U.S. Department of Education (DOE) and the U.S. Department of Labor have both developed a method of grouping similar jobs into families, or occupational clusters.

The Department of Education groups all the different types of work into 15 occupational clusters.

1. Agri-Business and Natural Resources Cluster includes:

- Forestry
- Support & Regulations
- Fisheries & Wildlife
- Mining & Quarrying
- Petroleum & Related Products
- Production Agriculture
- Processing & Marketing Services

2. Business and Office Cluster includes:

- Accounting
- Computers
- Secretarial Science
- Management
- Finance, Insurance & Real Estate
- Office (Clerical)

3. Communications and Media Cluster includes:

- Journalism
- Motion Pictures
- Telephone & Telegraph
- Recording Industry
- Radio & Television Broadcasting
- Satellite & Laser Transmission

4. Construction Occupations Cluster includes:

- Wood Construction
- Metal Construction
- Masonry Construction
- Electrical Construction
- Finishing Construction
- Equipment Operators
- Engineering & Support

5. Consumer and Homemaking Education Cluster includes:

- Food Specialist
- Housing & Household Equipment Specialists
- Textiles & Clothing Specialist
- Family Economics & Home Management
- Family Relations & Child Development
- Extension Services

6. Environmental Control Cluster includes:

- Pollution Prevention & Control
- Disease Prevention
- Environmental Planning
- Resource Control

7. Fine Arts & Humanities Cluster includes:

- Visual Arts
- Writing
- Performing Arts
- Architecture
- Religion & Theology
- Language & Linguistics
- History & Museums

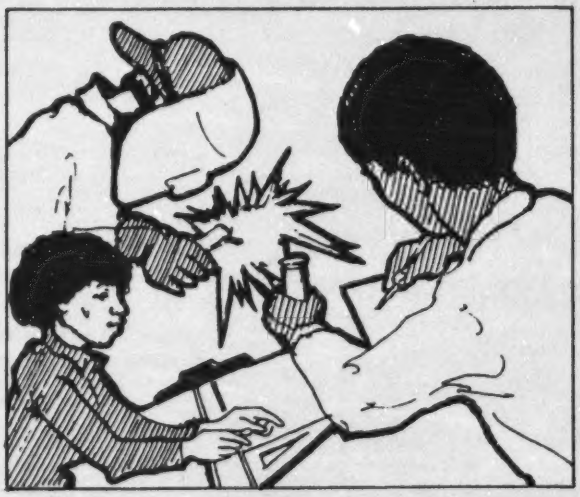
8. Health Cluster includes:

- Mental Health & Mental Health Services
- Medical & Biological Science Services
- General Hospital & Medical Office Related Occupations
- Medical Emergency Services
- Administration of Health Services
- Pharmaceutical Science & Services
- Medical Support Personnel
- Medical Professions

9. Hospitality & Recreation Cluster includes:

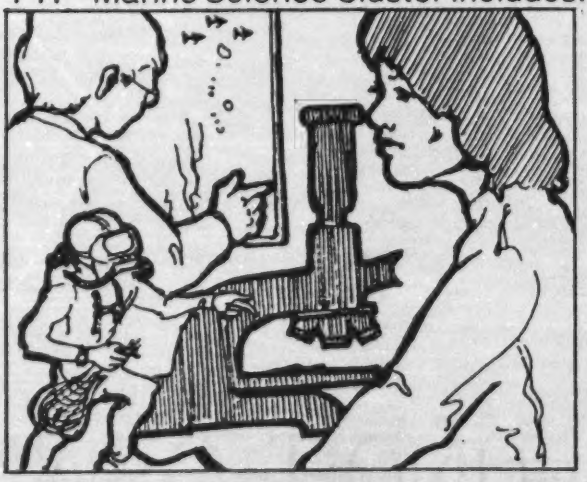
- Commercial & Non-Commercial Travel Bureaus
- Travel Agencies
- Transportation
- Public, Industrial and Private Recreation
- Recreation concerned with natural resources

10. Manufacturing Cluster includes:



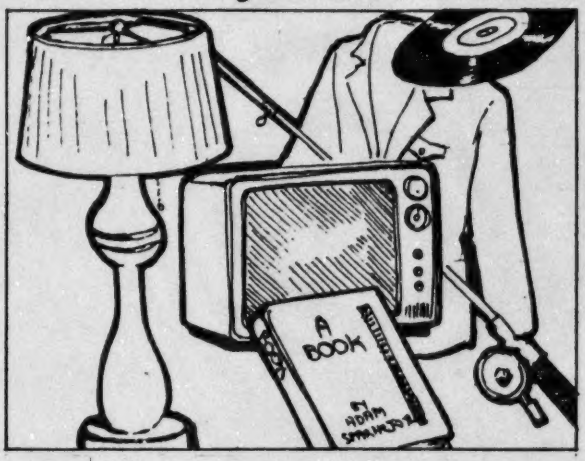
- Management
- Scientists
- Engineers
- Technicians
- Craftsmen
- Skilled Workers
- Semi-skilled Workers
- Unskilled Workers or Laborers

11. Marine Science Cluster includes:



- Research
- Chemical & Mineral Extraction
- Aquaculture
- Fishing
- Off-Shore Drilling
- Marine Engineering & Technology
- Surface & On-Shore Support

12. Marketing & Distribution Cluster includes:



- Marketing Management
- Marketing Research & Analysis
- Purchasing
- Sales Promotions & Training
- Sales
- Physical Distribution
- Related Business Services

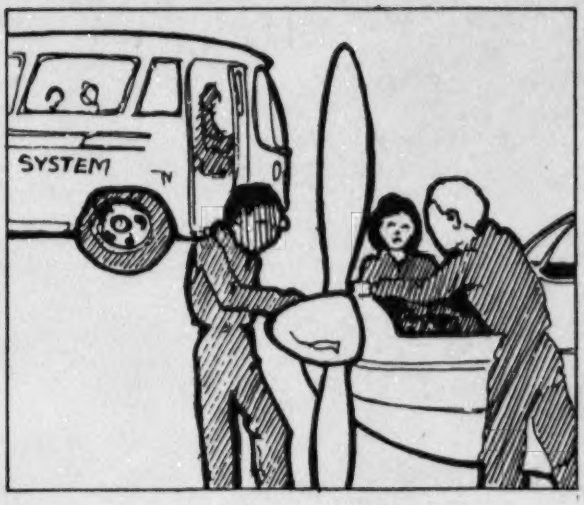
13. Personal Services Cluster includes:

- Domestic Service
- Lodging & Related Service Occupations
- Barbering, Cosmetology & Related Services
- Drycleaning, Laundry & Apparel Services
- Steward, Attendants, Host/Hostess and other personal services
- Domestic Animal Care
- Food & Beverage Preparation & Services

14. Public Service Cluster includes:

- Administration & Regulatory Services
- Urban Development
- Education
- Protective Services
- Postal Services
- Public Utilities
- Public Health
- Labor Affairs
- Public Transportation
- Social Services, Rehabilitation, & Correction
- Parks & Recreation

15. Transportation Cluster includes:



- Highway Transportation
- Rail Transportation
- Pipeline Transportation
- Water Transportation

We have shown you one method of grouping occupations. There are others that you can learn about by asking your instructor and counselor.

The important thing is to become familiar with job clusters and use them as a tool in your research.

What You Have Learned About **Occupational Clusters**

A. Write the name of the occupational cluster where you would find the following lists of jobs.

Fish and Game Conservationist Industrial Health Engineer Pest-Control Worker Urban Planner Wildlife Manager	Actor/Actress Literary Writer Musician Photographer Sculptor Vocalist	Civil Defense Official Fire Fighter Mail Carrier Police Officer Social Worker Teacher Aide
1. _____	2. _____	3. _____
Aircraft Mechanic Mechanic Locomotive Engineer Taxi Driver Ticket Agent Truck Driver	Diver Helper Marine Bacteriologist Marine Biologist Marine Geologist Marine Zoologist Oceanographer	Assembler Drafting Artist Drill Press Operator Macninist Technical Writer Welder
4. _____	5. _____	6. _____
Dental Assistant Laboratory Technician Nurse's Aide Physician Registered Nurse X-Ray Technologist	Bellhop Flight Attendant Hotel/Motel Clerk Travel Agent Tour Guide Waiter/Waitress	Fashion Coordinator Food Specialist Home Economist Maid Nursery School Teacher Seamstress/Tailor
7. _____	8. _____	9. _____
Carpenter Electrician Mason (Brick, Stone, Tile) Painter Plumber Roofer	Barber Chauffeur Escort Manicurist Mortician Valet	Delivery Person Gift Wrapper Grocery Checker Model Order Clerk Sales Clerk
10. _____	11. _____	12. _____
Dairy Farmer Game Warden Forester Grain Farmer Miner Soil Conservationist	Radio Announcer Layout Person Newspaper Reporter Radio/TV Repairer Telephone Installer Telephone Operator	Bookkeeper Computer Programmer File Clerk Office Manager Receptionist Typist
13. _____	14. _____	15. _____

Name: _____

Unit 5 Review

A. Draw a star in front of the three best methods of finding information about occupations.

1. Watch television specials
2. Read the newspaper
3. Talk to successful people in a particular occupation
4. Talk to fellow students
5. Read occupational information
6. Get work experience

B. Which of the following kinds of information should you find out about an occupation? Draw a line under each choice.

1. Vacations
2. Locations
3. Qualifications
4. Management
5. Profits
6. Transportation
7. Duties
8. Future
9. Retirement
10. Preparation
11. Advancement
12. Days off
13. Lunch hour
14. Wages
15. Data, people, things
16. Dress
17. Tools
18. Personality

C. Which of the following is the best description of an "Occupational Cluster"? Draw a circle around the number preceding your choice.

1. A group of related qualifications for employment in an occupation.
2. A group of related interests and aptitudes needed for several occupations.
3. A group of occupations that are related to each other in a number of ways.

D. Match jobs in Section 1 with the correct occupational cluster in Section 2. Write the job under its correct occupational cluster.

Section 1

Fire Fighter	Welder	Diver
Ship Captain	Conservationist	Actor
Teacher	Announcer	Game Warden
Carpenter	Barber	Sales Clerk
Accountant	Nurse's Aide	Bellhop
Dietitian	Typist	Miner
Writer	Surveyor	Travel Agent
Model	Dental Assistant	Telephone Operator
Machinist	Oceanographer	Interior Decorator
Chauffeur	Bus Driver	Air Analyst

Section 2

Communications & Media	Health	Agri-Business & Natural Resources
Consumer & Homemaking	Manufacturing	Personal Services
Hospitality & Recreation	Transportation	Environmental Control
Fine Arts & Humanities	Construction	Marine Science
Marketing & Distribution	Public Service	Business & Office

My evaluation shows that I understand this unit and that I am ready to continue.

_____
Student Signature

The student has completed this unit to my satisfaction and is now ready to continue.

_____
Instructor Signature